



PETAA

PRIMARY ENGLISH TEACHING  
ASSOCIATION AUSTRALIA

**CONTINUAL PROFESSIONAL GROWTH**

# Annual Report 2021

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### **2021 Directors and Staff**

#### Board of Directors

- Pauline Jones (President)
- Robyn Cox (Jan – May)
- Mardi Gorman
- Bronwyn Parkin (Vice President Professional Learning & Publishing Committee)
- Timothy Warwick (Vice President Finance & Audit Committee)
- Julie Hayes
- Therese Gawthorne
- Melanie McDonald
- Janelle Warhurst
- Helen Adam (May - )

#### 2021 Staff (full- or part-time)

- Megan Edwards: General Manager
- Robyn Topp: Professional Learning Manager
- Maria Thompson: Membership & Operations Manager
- Michael Zhu: Accounting Manager (January – March)
- Cassie Tongue: Marketing and Communications Manager
- Alicia Diggs: Senior Events Officer (January – December)
- Kristiana Denovo: Digital Marketing Executive (February - )
- Karen Rogers: Literacy Leader (VIC) (December - )
- Shruthi Joseph: Events Executive (July - December)
- Linden Hyatt: Digital Publishing and Strategic Support (Contractor) (January – August)
- Chelsea Roper: Membership Officer (January only)

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<https://twitter.com/PETAACONNECT>

# President's Report

## Professor Pauline Jones



On behalf of the Board of Directors of PETAA, I am pleased to present the report for the year ending 31<sup>st</sup> December 2021. It has been another challenging year for the education community as we endured a second wave of the COVID 19 pandemic. Once again, our members and colleagues have met the challenge with expertise, resilience and compassion as they supported their students and families. PETAA has provided teachers with a rich range of resources and activities in order that they can do so. Together, our staff, expert writers and presenters, and board members have worked tirelessly to ensure primary educators at all stages of their careers have access to relevant and well-informed professional learning and publications, and to advocate for and contribute to policy and curriculum on behalf of the profession.

We recognise that in 2021 teachers were working harder than ever, their work increasingly intensified, their professionalism frequently undermined by those outside the educational community. With that in mind, PETAA resources and activities continue to be developed with a view to putting good quality English and literacy research into teachers' hands, to saving teachers' time and energy so that they can meet their students' needs. That 3 PETAA books – *Teaching the language of climate change science* (Julie Hayes and Bronwyn Parkin), *Investigating model texts for learning* (Sally Humphrey & Emma Rutherford Vale), and *An EAL/D Handbook* (Helen Harper & Susan Feez) were shortlisted at the Australian Educational Publishing Awards is testament to their quality. In 2021, we published three books from leading literacy researchers and teacher educators. *Teaching the language of climate change* was announced the winner of the best primary reference book at the above awards. *Teaching poetry for pleasure and purpose* (Sally Murphy) and *Transforming practice: Transforming lives through diverse children's literature* (Helen Adam) have proved very popular with our members. Three PETAA papers accompanied these books: *Teaching the language of climate change science in yr 6/7: the greenhouse effect* (Michael Canavan & Louise Kelly), *We're going on a ... Quest!* (Lorraine Beveridge) and *First nations students and the English curriculum area: differentiating with a language ecology perspective* (Denise Angelo, Jasmine Seymour & Sally Dixon).

In 2021 we ensured PETAA's activities had a truly national reach. Over 2000 Australian teachers participated in almost 30 online courses, 29 new units of work were written, 34 webinars hosted. Our major event and first fully online conference – *Leading with Literacy 2021* – was an outstanding success and attracted over 1000 delegates from every state and territory as well as Asia and the Pacific. Our expanded young writers' program in Victoria reached over 1300 students. The South Australian Advisory Group have hosted several events on behalf of PETAA and we thank members for their continued support. We also welcome members of the Accelerated Literacy Practitioners of Australia (ALPA) who joined PETAA during 2021. PETAA signed a memorandum of agreement with the Australian Science Teachers Association, important collaborators on the PETAA Sustainability progressions developed in 2020. Another new activity in 2021 was the *Research into Practice Conversations*, an initiative of the Foundation for Learning Literacy, involving PETAA, ALEA, and ACTA. These short videos (available on the PETAA website) showcase classroom-based research projects undertaken by the different associations in collaboration with schools.

The 2021 PETAA board comprises teachers, teacher educators and literacy researchers, all of whom dedicate time and thought to accomplishing PETAA's goals. We welcomed Helen Adam from Western Australia and farewellled Robyn Cox after a number of years on the board and at the helm. My thanks to Vice Presidents (Bronwyn Parkin & Tim Warwick), all board members and our Company Secretary Kevin Peters for their wisdom and collegiality during the year.

PETAA continued to provide advocacy and advice on behalf of our members as two major curriculum reviews were underway in 2021 – the national curriculum and the NSW syllabus development. I'd like to acknowledge the commitment of those long term PETAA members and board colleagues who regularly devote expertise and time to what are very complex and often invisible processes.

To our staff, I say thank you on behalf of the board and the members for your commitment to the association and its work. 2021 was another year of unpredictability. Yet, under GM Megan Edward's leadership, you never missed a beat and continued to develop outstanding products and services for our members with enthusiasm and savvy.

PETAA has finished 2021 in a strong position reputationally, organisationally and financially as our membership base continues to expand. Importantly, PETAA's people – members, staff, regular contractors and Board – are our richest resource and I thank you all for your contributions and look forward your continued involvement into the future, particularly in 2022 as we mark 50 years of PETAA with a host of special offers, activities and celebrations.

**Pauline Jones**  
**President**  
**Primary English Teaching Association Australia**



**Your Directors present this report to the members of the Primary English Teaching Association Australia (PETAA) for the year ended 31 December 2021.**

The names of the Directors in office at the date of this report are:

Helen Adam	Mardi Gorman	Melanie McDonald
Timothy Warwick	Julie Hayes	Therese Gawthorne
Bronwyn Parkin	Pauline Jones	Janelle Warhurst

The Primary English Teaching Association Australia (PETAA) is a national association that supports primary school educators to focus on the teaching and learning of English and literacies across the curriculum.

**VISION:**

To be the national leader in primary school English and literacies across the curriculum connecting research and practice.

**STATEMENT OF PURPOSE:**

A powerful literacy education for every young Australian — supporting educators to be expert teachers of English and literacy.

**KEY STRATEGIC GOALS:**

- To provide professional learning and resources for both teachers and leaders that focuses on cultivating best practice in literacy.
- To build expertise to strengthen the profession with respect to the teaching of English and literacy by connecting them with relevant research and quality resources.
- To advocate for and promote the national profile of the primary English and literacy teaching profession.

**Achieving PETAA's strategic objectives**

PETAA's strategic aims are to:

- Provide professional learning and resources to teachers across their career stages, utilising a range of delivery modes, including face-to-face, online, conferences and intensives.
- Provide tailored professional learning and resources to individual schools and networks of schools to address their specific contextual and system priorities.
- Provide support to teachers and schools to identify resources, strategies and expert knowledge needed to achieve their literacy goals.
- Deliver publications, based on a range of sound evidence, that enhance English and literacy practice.
- Foster and strengthen partnerships, professional networks, and learning communities within and beyond PETAA.
- Advocate the importance of evidence-based pedagogy in English and literacy.
- Seek out and strengthen connections with decision-makers to advocate for and lift the status of the English teacher profession.
- Continue to support and champion teachers of English and literacy.

PETAA's strategy for achieving these objectives includes:

- delivering professional learning that improves the teaching and learning of literacies and English based on a range of sound evidence and through the sharing of recent and relevant research
- publishing and disseminating quality teaching resources that support primary educators' professional needs and provides a balance between theory and best classroom practice
- advocating effectively and powerfully for the professional interests of members and Australian literacies education
- maintaining and growing a membership base that is balanced across educational sectors, jurisdictions and Australian states and territories
- forming and fostering professional learning communities and networks within and beyond PETAA, while strengthening and growing partnerships with the broader education community
- ensuring effective processes and structures for the governance and operational sustainability of the business.

## Principal activities and achievements

PETAA's principal activities and achievements during the year included, but were not limited to:

- o Operating at our usual high level of service and delivery through a year that was severely impacted and disrupted for all by COVID-19.
- o Providing quality publications and professional learning that were both future-looking addressed current needs of primary educators across Australia in the fields of English and literacy. 3 PETAA books were shortlisted at the Educational Publishing Awards 2021, with *Teaching the language of climate change science* taking home the award win.
- o Accelerating the offering of our professional learning online, with a high number of new courses added to our platform. PETAA courses enable the continuing professional learning of primary educators across different career stages, locations and diverse educational settings.
- o Continuing to streamline our operations by making a redundant a no longer required full-time in-house accounting manager and using an external firm at lower cost and higher value.
- o Successfully applying for an additional \$147,360 + GST funding through the Victorian Department of Education Challenge and Enrichment series to deliver further workshops in the PETAA Young Gifted Writers Program in the state between 2021 – 2022.
- o Successfully applying for \$30,000+GST of funding from the Australian Arts Council to deliver writers' workshops around the country in 2021, that also welcomed a partnership with Magabala Books to deliver the workshops.
- o Delivering PETAA's first ever entirely online conference, welcoming over 1200 attendees from across Australia for 2 days of inspiring, quality presentations on the theme of Powerful Practices for all Learners.
- o Increasing our member services and personalisation, using feedback from members on what they would like. Services launched in 2020 were expanded upon in response to member demand, including our webinars, new units of work, monthly content EDMs.
- o Coordinating the current PETAA Research Grant project, awarded in 2019 to a team of researchers on the topic of Language and Literacy Learning and Teaching with Augmented Reality
- o Delivering our second ever fully virtual AGM, due to COVID-19 restrictions, allowing members from across Australia to participate fully and equally once again
- o Attracting presenters and authors who understand the relationship between current research, sound pedagogy and the complexities of classroom practice
- o Strengthening connections between the use of quality children's literature and good classroom practice linked with the *Australian Curriculum: English*
- o Expanding its profile, including via the use of various media, as the leading professional body for primary literacies with federal and state governments and cross-sector authorities and jurisdictions
- o establishing pathways through which our membership can contribute to and inform PETAA's advocacy role and the broader educational community
- o Investing in our human resources, skills and ability to support and provide for our members by hiring a new Events Officer and a Digital Marketing officer
- o Continuing to build financial reserves to protect the organisation against unanticipated emergencies and to build capacity to explore new business ventures and income streams.

These activities have assisted PETAA in achieving its objectives by enabling it to:

- o increase the connections between publishing and professional learning, whilst maintaining the quality and rigour of both
- o deliver 38 face to face workshops and 56 online workshops (significantly up from 25 online courses run in 2020)
- o run our first ever entirely virtual conference, which welcomed over 1200 participants from around Australia. This was PETAA's largest ever conference in its history
- o increase PETAA's total membership base, whilst improving the retention rate of our existing members due to higher engagement through our increased services
- o update and add new website resources as a key national portal for access to high quality, relevant professional support, including our new whole school teaching units and recordings of our webinar series
- o ensure we are operating using best practice accounting and financial standards
- o invest in a new Early Career Teacher Literacy Resources portal that launched in early 2022, providing a wealth of free, quality, evidence-based resources to new teachers in the field.

**Performance measures**

PETAA measures performance through the establishment and monitoring of benchmarks including:

- o evidence of the role and effects of its publishing and professional learning programs
- o evidence of the scope, balance and equity of its professional learning activities
- o increased member interaction and higher PETAA profile
- o maintain a positive gross revenue from professional learning and publishing
- o upkeep of a strong membership sector, increased categories offered across a broader spectrum
- o returning a surplus to the association.

**Members' guarantee**

In accordance with the company's constitution, each member is liable to contribute \$10 in the event that the company is wound up. The total amount members would contribute is \$37,930.

**Auditor's independence**

The auditor's declaration of independence appears on page 16 and forms part of the Directors' report for the year ended 31 December 2021.

Signed in accordance with a resolution of the Directors made pursuant to s. 298(2) of the Corporations Act.



.....  
**Pauline Jones**

President and Director

Signed at Sydney, NSW this 28<sup>th</sup> day of April 2022

## PETAA Board Directors 2021

### **Pauline Jones, Ph.D. (UNSW)**

#### **President**

Pauline Jones has over 20 years' experience as a tertiary teacher educator specialising in language and literacy research, curriculum and pedagogy. Prior to that, she was a primary school teacher and English language teaching specialist. Having completed her PhD on oral language in 2005, she continues to investigate the role of classroom dialogue in educational success. Her recent research has included the use of student generated multimodal texts in Science, and language and literacy transitions across schooling years. She is currently researching the relationship between creativity and success in the curriculum disciplines, as well as the language demands of sustainability education.

Pauline has a long-standing commitment to supporting teachers to implement research-based English and literacy curricula. She has written extensively for teachers (in- and pre-service) in language and literacy, including collaborating with Alyson Simpson and Anne Thwaite on a book about dialogue in teaching and professional learning for the PETAA book, *Talking the Talk*.

### **Robyn Cox, PhD, M St Ed, Grad Dip Ed Stud, Dip Teaching**

#### **Director (Jan – May)**

Robyn is currently Associate Professor of Literacy Education at ACU National, Strathfield campus. Prior to this she was Principal Lecturer at the University of Worcester, UK and a member of the executive committee of the United Kingdom Literacy Association (UKLA).

Robyn has also held positions at Universities in Australia, Singapore and Brunei Darussalam. She is the author of several international journal articles in the field of literacy research and has been involved in teacher education in four countries over a 20-year period.

Robyn is well known for her commitment to the development of a strong professional knowledge base in initial teacher education and remains dedicated to bringing accessible educational research and theory to teacher education students. Robyn's interest also lies in teacher professional development.

### **Mardi Gorman, Dip Teach (ACU), BEd (Ballarat Uni), MEd (Uni of Melb)**

#### **Director**

Mardi Gorman is an experienced educator who has worked within a range of educational contexts both in Australia and overseas in New York and London. Mardi manages her own education consultancy in Melbourne, focusing on building educator's pedagogical knowledge and instructional practice on effective literacy practice. She is part of the team who has developed the University of Melbourne's Network of Schools project, where she plans and presents professional learning seminars, leads focus groups and supports schools in connecting research to the practicalities of school action planning and professional learning.

Mardi strongly believes that quality teachers and leaders remain pivotal to driving a positive impact on student learning. This drives her passion for, and focus on, professional learning for educators.

### **Bronwyn Parkin, PhD (University of Adelaide), Master of Education (UniSA)**

#### **Director**

Bronwyn Parkin has 30 years' experience in supporting language and literacy teachers beginning in Aboriginal Education, remote and metropolitan through the South Australia Accelerated Literacy program focused on disadvantaged schools; through the recent PETAA research grants investigating academic language pedagogy with educationally marginalised students; and as a consultant working in disadvantaged contexts. Dr Parkin has been a member of the Literacy Education Advisory Committee of South Australian Department of Education.

### **Julie Hayes, BEd (University of South Australia)**

#### **Director**

Julie has worked in schools as a teacher and leader, both here and in the UK, for nearly 35 years. She retired in 2019 having been Principal of Cowandilla Primary School in Adelaide for the past 16 years. Most of her career was spent in schools and preschools with high numbers of migrant and refugee children. Knowing the important role language plays in learning and social interaction in and out of school, Julie ensured her teachers were trained in Accelerated Literacy and Systemic Functional Linguistics. Teachers need to be experts in order to

help children construct highly effective oral, written and visual texts. Julie has been an active member of state and national Principals' associations and won the 2019 John Laing Award for her contribution to professional learning in South Australia.

***Therese Gawthorne, M Instr Lead (Uni Melb), M Ed (WSU), B Ed, Dip Teach (ACU)***

***Director***

Therese has over 30 years' experience as an educator in NSW primary schools, teaching all grades K-6 across rural and metropolitan settings, predominantly in schools of socio-economic disadvantage. She has held a range of leadership roles in schools for the last 20 years, with responsibility for leading teacher professional learning, particularly in aspects of literacy. Therese is currently working as a Curriculum Advisor with the NSW Department of Education, where she enjoys the opportunity to build the capacity of teachers across a range of schools, continuously striving for excellence in improving student outcomes.

***Timothy Warwick, BA Arts/Law (UQ), MA teach (University of Melbourne)***

***Director***

Tim Warwick is the Principal at Gowrie St Primary School in Shepparton. Earlier in his career, he taught Legal Studies and Humanities at Wanganui Park Secondary College. Tim has led and supported a number of Indigenous education and cultural awareness strategies which have been launched in schools across the Murray Goulburn Valley region. He was the Project Co-ordinator for the Kaiela Dhungala First Peoples Curriculum and is on the boards of Ganbina and Boundless, two organisations aimed at supporting the aspirations of our young people.

***Melanie McDonald, Dip Teach EC (Monash University) B. Education (Queensland University of Technology)***

***Director***

Melanie has recently transitioned into the role of Capability Manager for the Queensland Department of Education's Teacher Learning Centres. She works with school leadership teams and regional staff to build consistency in mentoring practices, including delivering regional Mentor training. This follows several years as Director of the Professional Learning Hub in the Ipswich Corridor, supporting the professional development of Early Career teachers and Mentors. Prior to this, Melanie's previous role was in a school as the pedagogy coach, where her focus was on the development of a consistent approach to the teaching of reading; she has over 20 years' experience in teaching and leadership roles in schools.

***Janelle Warhurst, M.ED (Teacher Librarianship) (Charles Sturt University)***

***Director***

Janelle Warhurst has been a primary teacher since she graduated from Sydney Teachers College in 1978. She went on to do a Graduate Diploma in Education (Language) and also a Master of Education (Teacher Librarianship) at Charles Sturt University. Her love of teaching children English and many areas of the curriculum with a strong emphasis on quality literature has continued throughout many years in schools. Janelle is currently Deputy Principal at Woollahra Public School in Sydney's East after relieving and acting as principal in several schools over the past five years. She is studying the Women's Advanced Leadership Program through NESLI.

***Helen Adam, PhD (Edith Cowan University) M.Ed (Edith Cowan University)***

***Director (May - )***

Helen's research addresses the role and importance of quality inclusive literature in the social and emotional and educational wellbeing of the child, with a particular focus on the importance of authentic representations and inclusion of cultural diversity in children's literature. Helen's work has a particular focus on promoting socially just and equitable education through the promotion of the publication and use of authentically diverse and inclusive literature as one way to break down barriers of prejudice and misunderstanding in society. Her work is published in internationally renowned research journals. Helen has served as a judge for the Children's Book Council Book of the Year Awards and is frequently called on for expert comment in the media and as a presenter to diverse audiences of educators and academics.

## Meetings of the PETAA Directors

The following table provides information regarding appointment, departure and attendance of Directors at Board and Committee meetings during 2021.

Name	Board		Finance and Audit Committee		Publishing and Professional Learning Committee		Notes
	(a)	(b)	(a)	(b)	(a)	(b)	
Pauline Jones	4	4	5	5	3	3	<b>(a)</b> Number of meetings held while Director/Committee Member <b>(b)</b> Number of meetings attended NB: 1) President attendance at Committee meetings is optional 2) AGM held May 2021
Helen Adam	2	2	2	2			
Mardi Gorman	4	3			3	2	
Bronwyn Parkin	4	4			3	3	
Robyn Cox	2	1	2	2	3	1	
Julie Hayes	4	4			3	3	
Therese Gawthorne	4	2			3	3	
Timothy Warwick	4	4	5	4	3	3	
Melanie McDonald	4	3	5	5			
Janelle Warhurst	4	3			3	3	

## Principal Activities of PETAA

The principal activity of the Company is to support primary school educators in their focus on the teaching and learning of English and literacies across the curriculum. No significant change in the nature of these activities occurred.

## Results

The operating result for the year amounted to a surplus of \$265,102 compared to a surplus of \$33,739 in 2020. The Company was exempt from paying income tax.

## Dividends

As the Company is precluded from paying dividends by its Constitution, no dividends have been paid during the year and no recommendation is made as to dividends.

## Review of Operations

Membership as at 31 December 2021 totaled 3793 compared with 3569 at 31 December 2020.

Income for the year was \$1,825,992 compared with \$1,444,927 in 2020.

Expenses applicable to the year totaled \$1,560,890 compared with \$1,411,188 in 2020.

## Changes in State of Affairs

For the entirety of 2021, PETAA, like the rest of Australia and the world, was impacted by COVID-19. From mid-May onwards, with the exception of a couple of workshops held in Adelaide, SA, no open face to face PL was undertaken. From January – May, face to face was severely limited by snap lockdowns, changing government regulations and a general uncertainty from teachers about involvement in physical external events. Face to face PL is typically a significant revenue stream for PETAA. For 4 months, the PETAA staff worked entirely remotely, whilst our members (and the wider teaching community) in NSW and VIC faced remote teaching for months on end. PETAA endeavored to support teachers through the ongoing rapid expansion of our online PL offerings, free webinars, additional resources offered to non-members and more content sharing.

## Subsequent Events

The Company adjusted aspects of its operations in light of the pandemic, and will continue to monitor and allow for the impact of COVID-19 in 2022.

There has not been any other matter or circumstance that has arisen since the end of the financial year that has significantly affected, or may significantly affect, the operations of the Company, the results of those operations, or the state of affairs of the Company in future financial years.

## Likely Developments and Future Results

The Directors will continue to promote the objects of the Company, in line with the new Strategic Plan 2020 - 2022 that was unveiled in 2020. This plan highlights the focus of the organisation's core activities within the context of the ever-changing demands of the *Australian Curriculum* or state/territory versions of curriculum and the National and State departments of Education. Pending changes in 2022 to both the *Australian Curriculum* and *NSW Syllabus* will have impacts on PETAA, most notably the need to invest in updating our website and resources with new AC:E links.

PETAA continues to invest in and work on our professional learning capabilities and will seek to work more closely with government entities to support our efforts at a state and territory level. We continue to pride ourselves on being providers of research-based, quality, cost-effective professional learning and resources, supporting teachers across their literacy teaching needs. Our new online professional learning offerings in 2022 reflect the changing needs, wants and preferences of teachers that have evolved during the course of the pandemic.

A continual greater focus on individual member experience, personalisation and community will be seen in the coming 12 months. This will be actioned in particular through our marketing and communications where we have, as of December 2021, unlocked the capability to automate much of the member experience and interaction, and finally, through the new Early Career Teacher Literacy Support Portal (to be launched in January 2022, but the work to be undertaken in 2021).

PETAA remains, as it has since 1972, a key part of the broader community of professional teaching associations. We will continue to explore ways to work in sync with like-minded Associations, existing and emerging, and develop strategic support from other organisations and individuals. PETAA's advocacy work in conjunction with its other resources and services will continue to hold the Association steady.

## Directors' Benefits

No Director has received or become entitled to receive, during or since the financial year, a benefit because of a contract made by the Company, controlled entity or a related body or corporate with the Director, a firm of which the Director is a member or an entity in which the Director has a substantial financial interest, apart from Bronwyn Parkin who received \$6,739, Robyn Cox who received \$62, Helen Adam who received \$5,800 and Julie Hayes who received \$3,579. These amounts were paid under normal commercial arrangements and at arm's length. This statement excludes a benefit included in the aggregate amounts of emoluments received or due and receivable by Directors and shown in the Association's accounts, or the fixed salary of a full-time employee of the Company, controlled entity or related body corporate.

## Directors' Indemnification

During 2021, the Association maintained an agreement to indemnify all Directors of the Company. The indemnity relates to:

1. Directors and Officers – losses which he/she becomes legally obliged to pay on account of any claim first made against him/her during the period of coverage (by policy) for a wrongful act committed before or during this period.
2. Company Reimbursement – all losses for which the insurer may grant indemnification to a Director or Officer as permitted by law, which such Director or Officer has become legally obliged to pay on account of any claim first made against him/her during the policy period for a wrongful act committed before or during the policy period.

### **Auditor's independence declaration**

The Directors have received the Auditor's independence declaration for the financial year ended 30 December 2021 and is included on page 16 of the annual report.

This report is made out in accordance with a resolution of the Directors.

A handwritten signature in black ink, appearing to read "Pauline Jones", enclosed in a thin black rectangular border.

Pauline Jones  
President and Director  
Sydney 28th day of April 2022

# **Primary English Teaching Association Australia**

**ABN 36 002 557 075**

## **Financial Statements**

**For the Year Ended 31 December 2021**

# Primary English Teaching Association Australia

ABN 36 002 557 075

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## Primary English Teaching Association Australia

ABN 36 002 557 075

### Auditor's Independence Declaration For the Year Ended 31 December 2021

#### Auditor's Independence Declaration

A copy of the auditor's independence declaration as required under section 307C of the *Corporations Act 2001* is set out below.

#### AUDITOR'S INDEPENDENCE DECLARATION

As auditor for the Primary English Teaching Association Australia Limited for the year ended 31 December 2021, I declare that to the best of my knowledge and belief, there have been:

- a) no contraventions of the auditor independence requirements of the Corporations Act 2001 in relation to the audit; and
- b) no contraventions of any applicable code of professional conduct in relation to the audit.



.....  
**Victoria Lakis**  
**Registered Company Auditor**  
**Signed at Sydney, NSW this 29<sup>th</sup> day of April 2022**

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Statement of Profit or Loss and Other Comprehensive Income For the Year Ended 31 December 2021

		2021	2020
	Note	\$	\$
Revenue	5(a)	1,825,992	1,444,927
Employee expenses		(748,277)	(675,112)
Director costs		(23,693)	(16,565)
Administration costs		(200,772)	(136,591)
Production costs		(306,565)	(204,714)
Marketing and distribution costs		(25,733)	(60,496)
Depreciation expense	9(a)	(5,523)	(8,463)
Amortisation and impairment expense - intangible assets	10(a)	(21,770)	(91,583)
Amortisation expense - right-of-use assets	12	(12,552)	(12,552)
Lease interest		(1,273)	(352)
Other expenses	5(b)	(214,732)	(204,760)
<b>Profit/(loss) for the year</b>		<b>265,102</b>	<b>33,739</b>
Other comprehensive income		-	-
<b>Total comprehensive income for the year</b>		<b>265,102</b>	<b>33,739</b>

The accompanying notes form part of these financial statements.

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Statement of Financial Position

As At 31 December 2021

	Note	2021 \$	2020 \$
<b>ASSETS</b>			
CURRENT ASSETS			
Cash and cash equivalents	6	1,687,057	1,257,368
Trade and other receivables	7	21,056	1,696
Inventories	8	80,676	129,077
Other assets	11	30,565	2,000
<b>TOTAL CURRENT ASSETS</b>		<b>1,819,354</b>	<b>1,390,141</b>
NON-CURRENT ASSETS			
Property, plant and equipment	9	11,223	8,780
Intangible assets	10	28,664	50,434
Right-of-use assets	12	18,842	31,394
<b>TOTAL NON-CURRENT ASSETS</b>		<b>58,729</b>	<b>90,608</b>
<b>TOTAL ASSETS</b>		<b>1,878,083</b>	<b>1,480,749</b>
<b>LIABILITIES</b>			
CURRENT LIABILITIES			
Trade and other payables	13	142,046	70,899
Lease liabilities	12	13,020	12,384
Employee benefits	15	51,700	53,764
Other financial liabilities	14	404,848	350,056
<b>TOTAL CURRENT LIABILITIES</b>		<b>611,614</b>	<b>487,103</b>
NON-CURRENT LIABILITIES			
Lease liabilities	12	6,758	19,777
Employee benefits	15	24,623	11,185
Other financial liabilities	14	41,352	34,050
<b>TOTAL NON-CURRENT LIABILITIES</b>		<b>72,733</b>	<b>65,012</b>
<b>TOTAL LIABILITIES</b>		<b>684,347</b>	<b>552,115</b>
<b>NET ASSETS</b>		<b>1,193,736</b>	<b>928,634</b>
<b>EQUITY</b>			
Retained earnings		1,193,736	928,634
<b>TOTAL EQUITY</b>		<b>1,193,736</b>	<b>928,634</b>

The accompanying notes form part of these financial statements.

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Statement of Changes in Equity For the Year Ended 31 December 2021

### 2021

	Retained Earnings \$	Total \$
<b>Reported Balance at 1 January 2021</b>	<b>928,634</b>	<b>928,634</b>
Profit/(loss) for the year	265,102	265,102
<b>Balance at 31 December 2021</b>	<b>1,193,736</b>	<b>1,193,736</b>

### 2020

	Retained Earnings \$	Total \$
<b>Reported Balance at 1 January 2020</b>	1,093,111	1,093,111
Adjustment to retained earnings	(198,216)	(198,216)
<b>Adjusted Balance at 1 January 2020</b>	894,895	894,895
Profit/(loss) for the year	33,739	33,739
<b>Balance at 31 December 2020</b>	<b>928,634</b>	<b>928,634</b>

The accompanying notes form part of these financial statements.

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Statement of Cash Flows For the Year Ended 31 December 2021

	2021	2020
Note	\$	\$
<b>CASH FLOWS FROM OPERATING ACTIVITIES:</b>		
Receipts from members and customers	1,787,168	1,383,570
Grants, royalties and copyright fee receipts	63,766	70,026
Interest received	2,880	3,166
Government subsidies	-	100,000
Payments to suppliers and employees	(1,403,775)	(1,249,456)
Net cash provided by/(used in) operating activities	20(a) 450,039	307,306
<b>CASH FLOWS FROM INVESTING ACTIVITIES:</b>		
Payments for property, plant and equipment	(7,966)	(1,980)
Payments for intangible assets	-	(57,433)
Net cash provided by/(used in) investing activities	(7,966)	(59,413)
<b>CASH FLOWS FROM FINANCING ACTIVITIES:</b>		
Payment of lease liabilities	(12,383)	(11,783)
Net cash provided by/(used in) financing activities	(12,383)	(11,783)
Net increase/(decrease) in cash and cash equivalents held		
Cash and cash equivalents at beginning of year	1,257,368	1,021,258
Cash and cash equivalents at end of financial year	6 1,687,057	1,257,368

The accompanying notes form part of these financial statements.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **1 General Information and Statement of Compliance**

The financial report covers Primary English Teaching Association Australia as an individual entity. Primary English Teaching Association Australia is a not-for-profit Company limited by guarantee, registered and domiciled in Australia. The financial statements of the Company have been drawn up as general purpose financial statements for distribution to the members and for the purpose of fulfilling the requirements of the *Corporations Act 2001*.

#### **2 Basis of Preparation**

##### **(a) Basis of accounting**

The general purpose financial statements have been prepared in accordance with the requirements of the *Corporations Act 2001* and the recognition, measurement and classification aspects of all applicable Australian Accounting Standards (AASBs) adopted by the Australian Accounting Standards Board (AASB).

The financial statements were approved by the Board of Directors on the same date as the signing of the Directors' Declaration.

##### **(b) Basis of measurement**

The financial statements have been prepared on the historical cost basis. Comparatives are consistent with prior years, unless otherwise stated.

##### **(c) Functional and presentation currency**

The functional and presentation currency of Primary English Teaching Association Australia is Australian dollars.

#### **3 Summary of Significant Accounting Policies**

##### **(a) Revenue and other income**

###### **Revenue from contracts with customers**

The core principle of AASB 15 is that revenue is recognised on a basis that reflects the transfer of promised goods or services to customers at an amount that reflects the consideration the Company expects to receive in exchange for those goods or services. Revenue is recognised by applying a five-step model as follows:

1. Identify the contract with the customer
2. Identify the performance obligations
3. Determine the transaction price
4. Allocate the transaction price to the performance obligations
5. Recognise revenue as and when control of the performance obligations is transferred

Generally the timing of the payment for sale of goods and rendering of services corresponds closely to the timing of satisfaction of the performance obligations, however where there is a difference, it will result in the recognition of a receivable, contract asset or contract liability. None of the revenue streams of the Company have any significant financing terms as there is less than 12 months between receipt of funds and satisfaction of performance obligations.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **3 Summary of Significant Accounting Policies**

##### **(b) Revenue and other income**

###### **Specific revenue streams**

###### **Membership income**

Revenue from members' subscriptions is recognised on a time proportionate basis that takes into account the period of the subscription.

###### **Other Revenue and Income**

Revenue from publication sales and events is recognised upon the delivery of the goods or services.

In cases where there is an 'enforceable' contract with a customer with 'sufficiently specific' performance obligations, the transaction is accounted for under AASB 15 where income is recognised when (or as) the performance obligations are satisfied. In all other cases the transaction is accounted for under AASB 1058 where the income is recognised upon receipt.

Interest revenue is recognised using the effective interest rate method which, for floating rate financial assets, is the rate inherent in the instrument.

###### **Specific revenue streams**

###### **Grant income**

When the Company receives government grants that are in the scope of AASB 1058 (being a transaction where the consideration paid is significantly less than fair value principally to enable the Company to further its objectives), it performs an assessment to determine if the contract is 'enforceable' and contains 'sufficiently specific' performance obligations.

In the cases where there is an 'enforceable' contract with a customer with 'sufficiently specific' performance obligations, the transaction is accounted for under AASB 15 where income is recognised when (or as) the performance obligations are satisfied.

In all other cases (where the contract is not 'enforceable' or the performance obligations are not 'sufficiently specific'), the transaction is accounted for under AASB 1058 where the Company:

- Recognises the asset in accordance with the requirements of other relevant applicable Australian Accounting standards (e.g. AASB 9, AASB 16, AASB 116, AASB 138)
- Considers whether any financial statement elements should be recognised ('related amounts') in accordance with the relevant applicable Australian Accounting Standard including:
  - a lease liability (AASB 16)
  - a financial instrument (AASB 9)
  - a provision (AASB 137)
- Recognises income immediately in the profit or loss for the excess of the initial carrying amount of the asset over any related amounts recognised.

## Notes to the Financial Statements For the Year Ended 31 December 2021

### 3 Summary of Significant Accounting Policies

#### (c) Income Tax

As a not-for-profit entity, the Company has self-assessed its income status as tax exempt.

#### (d) Goods and services tax (GST)

Revenue, expenses and assets are recognised net of the amount of goods and services tax (GST), except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO).

Receivables and payable are stated inclusive of GST.

Cash flows in the statement of cash flows are included on a gross basis and the GST component of cash flows arising from investing and financing activities which is recoverable from, or payable to, the taxation authority is classified as operating cash flows.

#### (e) Inventories

Inventories are measured at the lower of cost and net realisable value. Net realisable value is estimated using the most reliable evidence available at the reporting date and inventory is written down through an obsolescence provision if necessary.

#### (f) Property, plant and equipment

Each class of property, plant and equipment is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

##### Depreciation

Property, plant and equipment, excluding freehold land, is depreciated on a straight-line basis over the assets useful life to the Company, commencing when the asset is ready for use. The estimate useful lives used for each class of depreciable asset are shown below:

Fixed asset class	2021	2020
Computer Equipment	1 – 3 years	1 – 3 years
Office Equipment	3 – 5 years	3 – 5 years
Furniture and Fittings	3 – 5 years	3 – 5 years

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

#### (g) Intangible assets

Each class of intangible asset is carried at cost or fair value less, where applicable, any accumulated depreciation and impairment.

## Notes to the Financial Statements

### For the Year Ended 31 December 2021

#### 3 Summary of Significant Accounting Policies

##### Amortisation

Amortisation is calculated to write off the cost of intangible assets less their estimated residual values using the straight-line method over their estimated useful lives, and is generally recognised in profit or loss.

Intangible asset class	2021	2020
Trademarks	20 years	20 years
Computer software	3 years	3 years
Website	3 years	3 years

At the end of each annual reporting period, the depreciation method, useful life and residual value of each asset is reviewed. Any revisions are accounted for prospectively as a change in estimate.

##### (h) Financial instruments

Financial instruments are recognised initially on the date that the Company becomes party to the contractual provisions of the instrument. On initial recognition, all financial instruments are measured at fair value plus transaction costs.

##### Financial assets

All recognised financial assets are subsequently measured in their entirety at either amortised cost or fair value, depending on the classification of the financial assets. On initial recognition, the Company classifies its financial assets into the following categories, those measured at:

- amortised cost
- fair value through profit or loss - FVTPL
- fair value through other comprehensive income - equity instrument (FVOCI - equity)
- fair value through other comprehensive income - debt investments (FVOCI - debt)

Financial assets are not reclassified subsequent to their initial recognition unless the Company changes its business model for managing financial assets.

##### *Amortised cost*

Assets measured at amortised cost are financial assets where:

- the business model is to hold assets to collect contractual cash flows; and
- the contractual terms give rise on specified dates to cash flows that are solely payments of principal and interest on the principal amount outstanding.

The Company's financial assets measured at amortised cost comprise trade and other receivables and cash and cash equivalents in the statement of financial position. Subsequent to initial recognition, these assets are carried at amortised cost using the effective interest rate method less provision for impairment.

Interest income, foreign exchange gains or losses and impairment are recognised in profit or loss. Gain or loss on derecognition is recognised in profit or loss.

## Notes to the Financial Statements

### For the Year Ended 31 December 2021

#### 3 Summary of Significant Accounting Policies

##### (h) Financial instruments

###### Financial assets

###### *Impairment of financial assets*

Impairment of financial assets is recognised on an expected credit loss (ECL) basis for the following assets:

- financial assets measured at amortised cost
- debt investments measured at FVOCI

When determining whether the credit risk of a financial assets has increased significant since initial recognition and when estimating ECL, the Company considers reasonable and supportable information that is relevant and available without undue cost or effort. This includes both quantitative and qualitative information and analysis based on the Company's historical experience and informed credit assessment and including forward looking information. The Company uses the presumption that an asset which is more than 30 days past due has seen a significant increase in credit risk.

The Company uses the presumption that a financial asset is in default when:

- the other party is unlikely to pay its credit obligations to the Company in full, without recourse to the Company to actions such as realising security (if any is held); or
- the financial assets is more than 90 days past due.

Credit losses are measured as the present value of the difference between the cash flows due to the Company in accordance with the contract and the cash flows expected to be received. This is applied using a probability weighted approach.

###### *Trade receivables*

Impairment of trade receivables have been determined using the simplified approach in AASB 9 which uses an estimation of lifetime expected credit losses. The Company has determined the probability of non-payment of the receivable and multiplied this by the amount of the expected loss arising from default.

The amount of the impairment is recorded in a separate allowance account with the loss being recognised in finance expense. Once the receivable is determined to be uncollectable then the gross carrying amount is written off against the associated allowance.

Where the Company renegotiates the terms of trade receivables due from certain customers, the new expected cash flows are discounted at the original effective interest rate and any resulting difference to the carrying value is recognised in profit or loss.

###### *Other financial assets measured at amortised cost*

Impairment of other financial assets measured at amortised cost are determined using the expected credit loss model in AASB 9. On initial recognition of the asset, an estimate of the expected credit losses for the next 12 months is recognised. Where the asset has experienced significant increase in credit risk then the lifetime losses are estimated and recognised.

## Notes to the Financial Statements

### For the Year Ended 31 December 2021

#### 3 Summary of Significant Accounting Policies

##### Financial liabilities

The Company measures all financial liabilities initially at fair value less transaction costs, subsequently financial liabilities are measured at amortised cost using the effective interest rate method.

The financial liabilities of the Company comprise trade payables, bank and other loans and lease liabilities.

##### (i) Cash and cash equivalents

Cash and cash equivalents comprises cash on hand, demand deposits and short-term investments which are readily convertible to known amounts of cash and which are subject to an insignificant risk of change in value

##### (j) Leases

The Company assesses whether a contract is or contains a lease, at inception of the contract. The Company recognises a right-of-use asset and a corresponding lease liability with respect to all lease arrangements in which it is the lessee, except for short-term leases (defined as leases with a lease term of 12 months or less) and leases of low value assets. For these leases, the Company recognises the lease payments as an operating expense on a straight-line basis over the term of the lease unless another systematic basis is more representative of the time pattern in which economic benefits from the leased assets are consumed.

##### Lease Liability

The lease liability is initially measured at the present value of the lease payments that are not paid at the commencement date, discounted by using the rate implicit in the lease. If this rate cannot be readily determined, the Company uses its incremental borrowing rate.

Lease payments included in the measurement of the lease liability comprise:

- Fixed lease payments (including in-substance fixed payments), less any lease incentives receivable
- Variable lease payments that depend on an index or rate, initially measured using the index or rate at the commencement date
- The amount expected to be payable by the lessee under residual value guarantees
- The exercise price of purchase options, if the lessee is reasonably certain to exercise the options
- Payments of penalties for terminating the lease, if the lease term reflects the exercise of an option to terminate the lease.

The lease liability is presented as a separate line in the statement of financial position.

The lease liability is subsequently measured by increasing the carrying amount to reflect interest on the lease liability (using the effective interest method) and by reducing the carrying amount to reflect the lease payments made.

##### Right of use asset

The right-of-use assets comprise the initial measurement of the corresponding lease liability, lease payments made at or before the commencement day, less any lease incentives received and any initial direct costs. They are subsequently measured at cost less accumulated depreciation and impairment losses. Right-of-use assets are depreciated over the shorter period of lease term and useful life of the underlying asset. If a lease transfers ownership of the underlying asset or the cost of the right-of-use asset reflects that the Company expects to exercise a purchase option, the related right-of-use asset is depreciated over the useful life of the underlying asset. The depreciation starts at the commencement date of the lease. The right-of-use assets are presented as a separate line in statement of financial position.

## **Notes to the Financial Statements**

### **For the Year Ended 31 December 2021**

#### **3 Summary of Significant Accounting Policies**

##### **(k) Employee benefits**

Provision is made for the Company's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits that are expected to be wholly settled within one year have been measured at the amounts expected to be paid when the liability is settled.

Employee benefits expected to be settled more than one year after the end of the reporting period have been measured at the present value of the estimated future cash outflows to be made for those benefits. In determining the liability, consideration is given to employee wage increases and the probability that the employee may satisfy vesting requirements.

##### **(l) Adoption of new and revised accounting standards**

The Company has adopted all standards which became effective for the first time at 31 December 2021, the adoption of these standards has not caused any material adjustments to the reported financial position, performance or cash flow of the Company or refer to Note 2 for details of the changes due to standards adopted.

#### **4 Critical Accounting Estimates and Judgements**

Those charged with governance make estimates and judgements during the preparation of these financial statements regarding assumptions about current and future events affecting transactions and balances.

These estimates and judgements are based on the best information available at the time of preparing the financial statements, however as additional information is known then the actual results may differ from the estimates.

The significant estimates and judgements made have been described below.

##### **Key estimates - provisions**

As described in the accounting policies, provisions are measured at management's best estimate of the expenditure required to settle the obligation at the end of the reporting period. These estimates are made taking into account a range of possible outcomes and will vary as further information is obtained.

##### **Key estimates - receivables**

The receivables at reporting date have been reviewed to determine whether there is any objective evidence that any of the receivables are impaired. An impairment provision is included for any receivable where the entire balance is not considered collectible. The impairment provision is based on the best information at the reporting date.

##### **Key estimates – useful lives of assets**

The estimation of useful lives of assets has been based on historical experience. In addition, the condition of assets is assessed at least once per year and considered against the remaining useful life. Adjustments to useful life are made when considered necessary.

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Notes to the Financial Statements For the Year Ended 31 December 2021

### 5 Result for the Year

#### (a) Revenue and other income

	2021 \$	2020 \$
<b>Revenue</b>		
Membership subscription	831,287	617,237
Sale of publications	293,736	222,022
Royalties and copyright revenue	63,766	70,026
Professional development and project management	456,849	355,367
Other revenue	177,474	77,109
	<u>1,823,112</u>	<u>1,341,761</u>
<b>Other income</b>		
Government assistance	-	100,000
Interest income	2,880	3,166
	<u>1,825,992</u>	<u>1,444,927</u>

#### (b) Other expenses

Professional learning delivery costs	203,787	158,352
Project costs	10,945	46,408
	<u>214,732</u>	<u>204,760</u>

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Notes to the Financial Statements For the Year Ended 31 December 2021

### 6 Cash and Cash Equivalents

	2021 \$	2020 \$
Cash on hand	-	300
Bank balances	984,587	554,598
Short-term deposits	702,470	702,470
	<u>1,687,057</u>	<u>1,257,368</u>

### 7 Trade and other receivables

CURRENT		
Trade receivables	21,056	1,696
Impairment of trade receivables	-	-
<b>Total current trade and other receivables</b>	<u>21,056</u>	<u>1,696</u>

The carrying value of trade receivables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

The maximum exposure to credit risk at the reporting date is the fair value of each class of receivable in the financial statements.

### 8 Inventories

CURRENT		
At cost:		
Publications	80,675	129,077

### 9 Property, plant and equipment

<b>Computer equipment</b>		
At cost	30,592	22,625
Accumulated depreciation	(19,369)	(13,845)
Total computer equipment	<u>11,223</u>	<u>8,780</u>
<b>Office equipment</b>		
At cost	19,623	19,623
Accumulated depreciation	(19,623)	(19,623)
Total office equipment	<u>-</u>	<u>-</u>
<b>Furniture and fittings</b>		
At cost	3,884	3,884
Accumulated depreciation	(3,884)	(3,884)
Total furniture and fittings	<u>-</u>	<u>-</u>
<b>Total property, plant and equipment</b>	<u>11,223</u>	<u>8,780</u>

## Notes to the Financial Statements

### For the Year Ended 31 December 2021

**(a) Movements in Carrying Amounts**

Movement in the carrying amounts for each class of property, plant and equipment between the beginning and the end of the current financial year:

	<b>Computer Equipment</b>	<b>Office Equipment</b>	<b>Furniture and Fittings</b>	<b>Total</b>
	\$	\$	\$	\$
<b>Year ended 31 December 2021</b>				
Balance at the beginning of year	8,780	-	-	8,780
Additions	7,966	-	-	7,966
Depreciation expense	(5,523)	-	-	(5,523)
<b>Balance at the end of the year</b>	<b>11,223</b>	<b>-</b>	<b>-</b>	<b>11,223</b>

## 10 Intangible Assets

	<b>2021</b>	<b>2020</b>
	\$	\$
<b>Trademarks</b>		
Cost	52,132	52,132
Accumulated amortisation	(52,132)	(49,506)
Total trademarks	-	2,626
<b>Computer software</b>		
Cost	411,479	411,479
Accumulated amortisation	(382,815)	(363,671)
Total computer software	28,664	47,808
<b>Website</b>		
Cost	39,058	39,058
Accumulated amortisation	(39,058)	(39,058)
Total website	-	-
<b>Total intangible assets</b>	<b>28,664</b>	<b>50,434</b>

**(a) Movements in Carrying Amounts**

Movement in the carrying amounts for each class of intangible assets between the beginning and the end of the current financial year:

	<b>Trademarks</b>	<b>Computer Software</b>	<b>Website</b>	<b>Total</b>
	\$	\$	\$	\$
<b>Year ended 31 December 2021</b>				
Balance at the beginning of year	2,626	47,808	-	50,434
Additions	-	-	-	-
Amortisation and impairment expense	(2,626)	(19,144)	-	(21,770)
<b>Balance at the end of the year</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>28,664</b>

**Notes to the Financial Statements**  
**For the Year Ended 31 December 2021**

**11 Other Assets**

	2021 \$	2020 \$
CURRENT		
Security deposit	2,000	2,000
Prepayments	28,565	-
	30,565	2,000
	30,565	2,000

**12 Leases**

**Right-of-use assets**

	2021 \$	2020 \$
Right of use asset opening balance	31,394	43,946
Additions during the year	-	-
Less: Accumulated depreciation	(12,552)	(12,552)
Right of use asset closing balance	18,842	31,394
	18,842	31,394

**Lease liabilities**

	2021 \$	2020 \$
<b>Current</b>		
Lease Liability	13,020	12,384
	13,020	12,384
<b>Non-Current</b>		
Lease Liability	6,758	19,777
	6,758	19,777
	6,758	19,777

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Notes to the Financial Statements For the Year Ended 31 December 2021

### 13 Trade and Other Payables

	2021 \$	2020 \$
CURRENT		
Trade creditors	-	7,403
Sundry creditors	3,974	1,627
Accrued expenses	59,172	2,841
GST payable	48,513	10,745
PAYG payable	22,568	20,768
Superannuation payable	7,296	8,366
Provision for royalty	-	15,521
Provision for CAL	-	3,093
Credit card	523	536
	<u>142,046</u>	<u>70,899</u>

Trade and other payables are unsecured, non-interest bearing and are normally settled within 30 days. The carrying value of trade and other payables is considered a reasonable approximation of fair value due to the short-term nature of the balances.

### 14 Other Financial Liabilities

CURRENT		
Deferred membership income	353,719	350,056
Deferred professional learning income	51,129	-
	<u>404,848</u>	<u>350,056</u>
NON-CURRENT		
Deferred membership income	41,352	34,050

### 15 Employee Benefits

Current liabilities		
Long service leave	-	8,786
Annual leave	51,700	44,978
	<u>51,700</u>	<u>53,764</u>
Non-current liabilities		
Long service leave	24,623	11,185

# Primary English Teaching Association Australia

ABN 36 002 557 075

## Notes to the Financial Statements

For the Year Ended 31 December 2021

### 16 Members' Guarantee

The Company is incorporated under the *Corporations Act 2001* and is a Company limited by guarantee. The liability of members is limited to the amount set out in the Company's Constitution. The liability would only arise in the event of the winding up of the Company during the time of membership or within one year afterwards. Members are not required to pay in any capital while the company is a going concern.

### 17 Key Management Personnel Disclosures

The total remuneration, including termination payments, paid to key management personnel of the Company is \$11,909 (2020: \$11,000).

### 18 Auditors' Remuneration

Remuneration of the auditor for:

- auditing the financial statements

8,500

8,500

### 19 Events after the end of the Reporting Period

The Company adjusted aspects of its operations in light of the pandemic, and will continue to monitor and allow for the impact of COVID-19 in 2022.

There has not been any other matter or circumstance that has arisen since the end of the financial year that has significantly affected, or may significantly affect, the operations of the Company, the results of those operations, or the state of affairs of the Company in future financial years.

# Primary English Teaching Association Australia

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## Notes to the Financial Statements

For the Year Ended 31 December 2021

### 20 Cash Flow Information

#### (a) Reconciliation of result for the year to cashflows from operating activities

Reconciliation of net income to net cash provided by operating activities:

	2021 \$	2020 \$
Profit/(loss) for the year	265,102	33,739
Cash flows excluded from profit attributable to operating activities		
Non-cash flows in profit:		
- depreciation & amortisation	39,845	112,598
Changes in assets and liabilities:		
- (increase)/decrease in trade and other receivables	(44,544)	45,937
- (increase)/decrease in inventories	48,402	6,112
- increase/(decrease) in income in advance	62,094	78,567
- increase/(decrease) in trade and other payables	67,765	21,879
- increase/(decrease) in employee benefits	11,373	8,474
Cashflows from operations	<u>450,039</u>	<u>307,306</u>

#### (b) Borrowing facilities

The following facilities were available at the end of the reporting period:

<b>Total facilities</b>		
Credit Card	5,000	5,000
<b>Used at reporting date</b>		
Credit Card	523	536
<b>Unused at reporting date</b>		
Credit Card	4,477	4,464

### 21 Statutory Information

The registered office and principal place of business of the company is:

Primary English Teaching Association Australia  
In the grounds of  
Camdenville Public School  
Laura Street  
Newtown NSW 2042

## Primary English Teaching Association Australia

ABN 36 002 557 075

### Directors' Declaration

In the opinion of the Directors of Primary English Teaching Association Australia ("the Company"):

- (a) the financial statements and notes, set out on pages 17 to 34, are in accordance with the *Corporations Act 2001*, including:
  - (i) giving a true and fair view of the financial position of the Company as at 31 December 2021 and of its performance, as represented by the results of its operations and its cash flows, for the financial year ended on that date in accordance with the statement of compliance and basis of preparation described in Notes 1 and 2; and
  - (ii) complying with Australian Accounting Standards (including the Australian Accounting Interpretations) to the extent described in Notes 1, 2 and 3, and the *Corporations Regulations 2001*; and
- (b) there are reasonable grounds to believe that the Company will be able to pay its debts as and when they become due and payable.

Signed in accordance with a resolution of Directors.



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Pauline Jones  
President and Director  
Dated: 28 April 2022

## **To the Members of Primary English Teaching Association Australia Limited Report on the Audit of the Financial Report**

### **Opinion**

I have audited the financial report of Primary English Teaching Association Australia Limited, which comprises the statement of financial position as at 31 December 2021, the statement of comprehensive income, statement of changes in equity and statement of cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies, and the directors' declaration.

In my opinion, the accompanying financial report of the Primary English Teaching Association Australia Limited, is in accordance with the *Corporations Act 2001*, including:

- a) giving a true and fair view of the company's financial position as at 31 December 2021 and of its financial performance for the year then ended; and
- b) complying with Australian Accounting Standards and the Corporations Regulations 2001.

### **Basis for Opinion**

I have conducted my audit in accordance with Australian Auditing Standards. My responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Financial Report* section of my report. I am independent of the Primary English Teaching Association Australia Limited in accordance with the auditor independence requirements of the *Corporations Act 2001* and the ethical requirements of the Accounting Professional and Ethical Standards Board's APES 110 *Code of Ethics for Professional Accountants* (the Code) that are relevant to my audit of the financial report in Australia. I have also fulfilled my other ethical responsibilities in accordance with the Code.

I confirm that the independence declaration required by the *Corporations Act 2001*, which has been given to the directors of the Primary English Teaching Association Limited, would be in the same terms if given to the directors as at the time of this auditor's report.

I believe that the audit evidence I have obtained is sufficient and appropriate to provide a basis for my opinion.

### **Other Information**

The directors are responsible for the other information. The other information comprises the information included in Primary English Teaching Association Australia Limited's annual report for the year ended 31 December 2021, but does not include the financial report and my auditor's report thereon.

My opinion on the financial report does not cover the other information and accordingly I do not express any form of assurance conclusion thereon.

In connection with my audit of the financial report, my responsibility is to read the other information and, in doing so, consider whether the other information is materially inconsistent with the financial report or my knowledge obtained in the audit or otherwise appears to be materially misstated.

If, based on the work I have performed, I conclude that there is a material misstatement of this other information, I am required to report that fact. I have nothing to report in this regard.

### **Responsibilities of the Directors for the Financial Report**

The directors of Primary English Teaching Association Australia Limited are responsible for the preparation of the financial report that gives a true and fair view in accordance with Australian Accounting Standards and the *Corporations Act 2001* and for such internal control as the directors determine is necessary to enable the preparation of the financial report that gives a true and fair view and is free from material misstatement, whether due to fraud or error.

In preparing the financial report, the directors are responsible for assessing the Primary English Teaching Association Limited's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless the directors either intend to liquidate Primary English Teaching Association Australia Limited or to cease operations, or have no realistic alternative but to do so.

## **Auditor's Responsibilities for the Audit of the Financial Report**

My objective is to obtain reasonable assurance about whether the financial report as a whole is free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes my opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with the Australian Auditing Standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of this financial report.

As part of an audit in accordance with the Australian Auditing Standards, I exercise professional judgement and maintain professional scepticism throughout the audit. I also:

- Identify and assess the risks of material misstatement of the financial report, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for my opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Primary English Teaching Association Australia Limited's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by the directors.
- Conclude on the appropriateness of the directors' use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Primary English Teaching Association Australia Limited's ability to continue as a going concern. If I conclude that a material uncertainty exists, I am required to draw attention in my auditor's report to the related disclosures in the financial report or, if such disclosures are inadequate, to modify my opinion. My conclusions are based on the audit evidence obtained up to the date of my auditor's report. However, future events or conditions may cause the Primary English Teaching Association Australia Limited's to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial report, including the disclosures, and whether the financial report represents the underlying transactions and events in a manner that achieves fair presentation.
- I communicate with the directors regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that I identify during my audit.
- I also provide the directors with a statement that I have complied with relevant ethical requirements regarding independence, and to communicate with them all relationships and other matters that may reasonably be thought to bear on our independence, and where applicable, related safeguards.



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**Victoria Lakis**  
**Registered Company Auditor**  
**Signed at Sydney, NSW this 29<sup>th</sup> day of April 2022**



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